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ABSTRACT

A study examined development programs, uncovered during a literature review, that would assist in the supervisory training of Wage Grade employees who are promoted to working supervisors. The examination determined guidelines that could be used to construct a supervisory internship program within the Phoenix Air Guard. Hall's experience-based career development model (1986) was found to contain guidelines for establishing a career development program that could be used as the framework for the construction of an internship program. Other conclusions were that the internship program must have an orientation phase, the Phoenix Air Guard's management must go through the steps in work force planning to make the program effective, all candidates should be volunteers, and the program should incorporate aspects of all three career development programs. Recommendations included management's identification of (1) key organizational positions or families of positions to serve as career targets, (2) desired job behaviors for key positions, and (3) specific supervisory positions to be incorporated into the internship program. (YLB)

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DETERMINING GUIDELINES FOR DEVELOPMENT OF AN INTERNSHIP PROGRAM FOR WAGE GRADE EMPLOYEES WITHIN THE PHOENIX AIR GUARD

Governance and Management

by

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A Practicum presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

Nova University

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ABSTRACT

The Phoenix Air National Guard converted its employment status from State of Arizona employees to Federal Civil Service employment in 1969. All Working Supervisors (WS classification employees) are presently selected from lower classified Wage Grade employees and promoted internally in accordance with federal regulations. Under the present managerial system, these newly hired supervisors receive little or no formal management or supervisory training and experience.

The purpose of this study was to examine development programs, uncovered during the Review of Literature, that will assist in the supervisory training of Wage Grade employees. This examination has determined guidelines that could be used to construct a supervisory internship program within the Phoenix Air Guard.

A descriptive method of research was used to conduct the study. Three career development programs were uncovered: the Federal Technician Training Program, the Experience-Based Career Development Model, and the Dallas County Community College District's (DCCCD's) Career Development and Renewal Program.

It was concluded that Hall's (1986) guidelines for establishing a career development program could be used as the framework for the construction of an internship program.

Next, the internship program must have an orientation phase that starts all candidates off with the same information. It was also concluded that the Phoenix Air Guard's management needs to go through the steps in work force planning to make the internship program effective. In addition, all candidates for the internship program should be volunteers and selected by an executive committee after a formal application process. Finally, it was concluded that any internship program should incorporate aspects of all three career development programs.

The recommendations were centered around the management of the Phoenix Air Guard identifying key organizational positions or families of positions to serve as career targets or goals. Second, they should access the desired job/job behaviors and requirements for the key positions. Next, specific supervisory positions should be identified that can be incorporated into the internship program.

These actions should be culminated with the establishment of key roles. These jobs should be identified at each supervisory level and the plan must incorporate the utilization of the Federal Civil Service classes offered by the Office of Personnel Management.

The final recommendation directs a detailed review of DCCCD's Career Development and Renewal Program. A systematic examination of its internship program for possible modification into the Guard's organizational structure was recommended.

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Chapter 1

INTRODUCTION

Nature of the Problem

The Phoenix Air National Guard converted its employment status from State of Arizona employees to Federal Civil Service employment in 1969. As of March 1969 all employees were terminated relative to tenure and position classifications within the State of Arizona employment structure. All base personnel (more than 250 employees) were reclassified by the Federal Civil Service Office of Personnel Management (OPM) into the Federal Civil Service (excepted) structure.

The Phoenix Air Guard work force became full time employees varying in pay scales from Wage Grade 4 to General Management 13 federal workers. The average pay range extends from $15,800 to $49,000 annually.

All Working Supervisors (WS class employees) are presently selected from lower classified Wage Grade workers and promoted internally in accordance with the guidelines provided in a federal regulation entitled: The Merit Promotion Plan for Technicians. Under the present managerial system, these newly hired supervisors receive little or no formal management or supervisory training and

experience prior to their selection to Working Supervisor class levels.

Shafritz (1986:406) identified the "internship program as a training format that can be used to train personnel in supervisory and management techniques. According to Caswell (1983), a well-managed internship program provides employees with career path opportunities, an expansion of their work horizons, higher levels of job satisfaction, and job enrichment.

A formal internship program can allow the individual employee to gain a broader understanding of his/her role in the institution and how he/she contributes to its success. The potential new supervisor gets to demonstrate his/her hidden talents and abilities thus improving institutional linkages (Caswell, 1983:22).

Carolyn Vash alludes to the plight of the civil service worker when she expresses her viewpoint of how an individual becomes a civil service supervisor. Vash feels that a person starts at the bottom and climbs his/her way slowly to the top with no short circuiting the system. She also feels that once at the top the employee will be too tired and certainly too indoctrinated to do anything new or creative (Vash, 1980:27). This study is a start towards altering this systematic shortcoming. As a result of this study, management will have guidelines to use in the construction of an internship program for Wage Grade employees.

Purpose of Investigation

The purpose of this study was to examine development programs, uncovered during the Review of Literature, that will assist in the supervisory training of Wage Grade employees. This examination has determined guidelines that could be used to construct a supervisory internship program within the Phoenix Air Guard.

Method of Investigation

A descriptive method of research was used in this study. A review of literature involving the nature of employee development, career development, planning and creating in-house programs earmarked three career development programs. Characteristics of these programs were evaluated and condensed to determine guidelines for an internship program within the Phoenix Air Guard.

Chapter 2

BACKGROUND AND SIGNIFICANCE

Relationship to Seminar

The Governance and Management seminar covers theories, models, and processes in the management of educational organizations or programs. Among the topics covered are theories of human and organizational behavior, situational leadership theory, theories of motivation, academic decision-making, organizational structure, strategic planning, marketing, and creativity in management and governance. This study has followed these concepts by examining creative aspects of management that can be used to formulate an internship program.

Institutional Perspective

The Phoenix Air National Guard presently has no system of training Wage Grade employees in supervisory matters prior to their actual promotion to a Working Supervisor (WS) position. The basic design concept behind this study was to provide management with a system to correct this shortcoming. The supervisory training guidelines that were determined as a result of this study can be used to develop an in-house internship program. The end result is newly

hired supervisors with a solid core of supervisory training behind them.

Review of Literature

Nature of Employee Development

Employee development programs have been called everything from the savior of organizations to nothing more than passing "fads." The truth lies somewhere in between, depending upon the basic philosophy and policy of top management toward employee development (Vaught, 1985:3). Some organizations prefer to attract and recruit supervisors who need a minimum of job orientation and training in order to perform the appointed job, while other organizations prefer to hire individuals at entry levels in the company and then develop them throughout their tenure with the organization. Vaught (1985:3) votes for the organization that chooses to invest in the future and develop a management organization.

Across the country, a variety of uncoordinated efforts are working to meet the problem which has been defined as a weakness in leadership and managerial skills in public service (Passett, 1971:52). In essence, Shafritz (1986:95) believes that there are four possibilities of situational changes that could result in employee changes:

1. Employees can enter the organization (new hire).
2. Employees can leave the organization (separation).

3. Employees can change their grade level (be advanced or demoted).
4. Employees can change their skill characteristics (change job skills, change position, change employment status, etc.).

There are essentially two kinds of jobs for which governments recruit: those that offer personal rank and those that offer position rank. Rank-in-person systems, used in the military, are orientated toward bottom entry career ladder patterns, in which individuals normally progress from the lowest to highest ranks. These systems usually have an "up or out" feature whereby a member who is not promotable to the next higher grade after a set period of time is either dismissed or forced to retire. Therefore, employment decisions are related to overall career potential and capability to perform a wide range of responsibilities (Shafritz, 1986:164).

The rank-in-person system has flexible duty assignments that change periodically. Training is often included as part of an assignment change in order to provide newly needed skills. Individuals must keep themselves available for any geographic or functional assignment (Shafritz, 1986:164). The rank-in-person system is the personnel system presently under study in this practicum. The Phoenix Air Guard Federal Civil Service employee´s grade is directly related to the position and positions are filled from the lowest level by newly hired personnel.

Career Development and the Employee

According to Shafritz (1986:408) there are four basic phases of career development:

1. Entry phase - A break-in time period when new employees will achieve a journey worker's level.
2. Specialist phase - A period when the employee concentrates on performing a set of specific work assignments involving technical and work skills.
3. Generalist phase - A period when specific technical skills are less important and more supervisory responsibilities are involved.
4. Management phase - A period when the employee assumes responsibilities for administering and directing work operations, for managing the execution of programs, and for formulating plans for future organizational action.

While employees may pursue a career path in any of the latter three phases, many employees are expected to and do chart their career path through each of the four phases culminating in a top managerial position.

The primary means of employee training in Federal Civil Service is through the use of on-the-job training. However, on-the-job training (OJT) is perhaps the most abused term in the trainer's vocabulary. To many people, including people who earn their livelihood as trainers, OJT simply means "learning through experience." Such a notion

may have been valid in the past, but it should not be any longer according to Connor (1983:1). This hit-or-miss form of training wastes time, money, and human effort. OJT takes longer than necessary, with no guarantee that the trainee worker has learned what the job requires.

Any training that the employee must undergo should be centered around certain conceptual goals that affect both the individual employee and the institution. Caswell (1983:22) expresses the opinion that training should provide the employee with a broader understanding of their role in the institution and how they contribute to its success. Secondly, there should be cross-talk between employees that allows each participant's talents and abilities to enrich each individual and provide for more linkages and better understanding.

In the area of institution goals training should primarily provide career path opportunities to employees. Institutional training programs should make every attempt to expand the employee's horizons, increase job satisfaction, and job enrichment should be the end product (Caswell, 1983:22).

Planning Management Development: Basic Disciplines

Work force planning has two elements that must be present to be effective (Shafritz, 1986:95). They are:

1. Organizational Requirements Planning - The projection and analysis by organizational management of the categories and quantities of

skills needed to implement organizational programs.

2. Work Force Planning - The projection and analysis of the quantities of each category of current skills that will be available to the organization in future periods.

To expand on the latter concept, work force skills planning has three separate exercises for development (Shafritz, 1986:95). These are:

1. Attrition projections - Forecasting the impact of changes in the quantity of specific categories within the work force because of separations.
2. Adjustment projections - Forecasting the impact of changes in the current work force involving those employees who change some aspect of their status (functional skills, preference, employment categories, grade levels, etc.).
3. Current recruitment projections - Forecasting the impact of current recruitment efforts and special policy programs (such as minority recruitment, lateral entries, etc.).

Mumford (1986:40) establishes the basic disciplines of planning management development using four general subdivisions. Like all planning, much depends on the quality of the basic data. Certain preliminary activities have, therefore, to be carried out to provide data on which

any management development plan is based. These four subdivisions are systematic grading of jobs, a system of performance appraisals, potential assessments, and a system of development lists.

Job classification based on content is usually first introduced primarily for determining salary scales. It is also important that the management develop guidelines that provide a common language to describe jobs and to group positions. Mumford (1986) feels that there must be a clear and common perception of the relative levels of jobs before planning can begin.

Appraisal systems should serve to ensure that there is a regular recording of achievement on the job which forms, especially with time, a foundation for management development. Mumford (1986) expresses the opinion that management development is not just about performance, but if predictions about the future are not firmly rooted in what the manager has actually delivered, the whole exercise will fall into disrepute.

Performance appraisal is, however, only a beginning. More specifically relevant to management development planning is the assessment of potential -- the judgment of how far the manager may be promotable in the future (Mumford, 1986:41). It is desirable to organize more extensive potential assessment at key stages of development.

Finally, the results of such potential assessment then need focusing and firming up into a form which can

guide action and provide a useful input to planning. According to Mumford (1986:41) this can best be done with a framework of development lists. Jobs are divided into three or four main levels, each therefore with a salary breakpoint about 50 percent above the level below, and each of these main levels thus incorporating three or four normal salary grades.

These are the elements in a management development planning system. Mumford (1986:50) stresses that the planning system must be seen as a support for, and only useful insofar as the plan support and contribute to, good decisions about real people and their careers. The system must guide the employee's appointments while still keeping the good of the institution primary in all management decisions.

Creating In-House Programs

Shafritz (1986:406) lists nine training formats that can be used to train supervisors. They are:

1. Skills training or demonstrations.
2. Coaching or on-the-job training.
3. On-site and off-site lectures or classroom instruction.
4. Sensitivity or "T-group" training.
5. Job rotation programs.
6. Special conferences and seminars.
7. Modeling, jamming, and simulation training.

8. Mentoring programs.
9. Exchange and sabbatical programs.

Caswell (1983:23) has three different approaches to the subject of in-house supervisory training. These three approaches include:

1. Internship program - an intern replaces another professional employee.
2. Understudies - an understudy shadows another employee in an area in which he/she wants to pursue a career opportunity.
3. Special projects - devote time to research or completion of a study related to a particular issue.

Caswell (1983:23) does make the point that these programs should be carried out with volunteers only. This training should be completed over and above any normal job duties so that there is little or no impact in the work area.

Shafritz (1986:403) suggests that training programs offer and emphasize employee development based on the following key criteria:

1. that training be job or career related,
2. that it be relevant to enhancing advancement potential,
3. that it be useful improving organizational effectiveness,

4. that it be of sufficient relevance and interest to employees.

After the decision has been made to structure an internship program, Caswell (1983:23) identifies a formal set of activities that need to be planned into the program. These five activities are:

1. An orientation to the organization (management).
2. Workshop sessions covering company management principles.
3. Various special activities are appropriate.
4. Each intern formulates a personal set of goals.
5. A direct evaluation by a mentor.

Summary

Perhaps the most characteristic feature of our lives during the last few decades has been the rapid increase in the rate of change -- in the physical environment, in our technology, and in our social, political, and moral institutions (Kanfer, 1986:1). The rank-in-person system seeks relatively inexperienced high-potential young people to start a career at the entry level and molds them throughout their employment lifetime (Shafritz, 1986:164).

The literature search has resulted in the gathering of data concerning guidelines that have been used by other planners to develop internship programs for supervisors. The review of literature has also resulted in the

identification of three model internship programs that will be compared against these guidelines in Chapters 4 and 5.

Chapter 3

PROCEDURES

A descriptive method of research was used to determine the guidelines to be used for the development of an internship program for the Phoenix Air Guard. An extensive review of literature was conducted to determine what others have done to: offer renewal or career path training, provide for a bank of trained personnel, broaden or enhance employee understanding of the institution, and develop in-house internship programs.

As a direct result of this special emphasis on development programs, three programs were identified as having potential for operational use in the Phoenix Air National Guard. These programs are: the Dallas County Community College District's Career Development and Renewal Program, the Federal Technician Training Program, and the Experience-Based Career Development Program.

This program comparison resulted in the identification of eight guidelines for the development of an internship program. An extensive discussion of the guidelines is included in the Discussion Section of this paper. The internship program guidelines were then given to the institution's Program Manager for future planning and study by the management of the Phoenix Air Guard.

Definition of Terms

The following terms are defined for the purpose of this study:

1. Excepted placement is defined as filling a position where military membership is required for holding that position.
2. Internship program is defined as a structured activity that emphasizes supervisory training and gains the employee practical work experience in an actual or simulated supervisory role.
3. NGB is defined as the National Guard Bureau. It is located in Washington, D.C.
4. Phoenix Air Guard is defined as a unit of the National Guard of Arizona.
5. SPMO is defined as the Support Personnel Management Office. This is a federal office assigned to monitor Guard personnel actions.

Assumptions of the Study

Certain areas have been considered as basic premises and thus are not considerations that may alter the outcome of the study.

All members of the Wage Grade work force are mentally and physically capable of performing supervisory duties. There are no physical or mental restrictions that would have to be taken into consideration.

A second assumption is that there is no difference in attitude generated by cultural backgrounds that would effect any outcomes of an internship program.

A third assumption centers around personal academic wealth. The additional income or loss of income converting from a Wage Grade employee is not considered as employee motivation that would have an effect on the internship program.

Limitations of the Study

The first limitation of the study is that there are few programs that directly relate to all aspects of the Air Guard work environment.

Another limitation is that the three programs examined within this study may not be all-inclusive of the available internship programs for supervisory personnel. According to the experts cited in the review of literature, out of some twenty programs uncovered, these three programs best represent structures that can be molded into operational concepts.

Chapter 4

PRESENTATION OF RESULTS

In most organizations, new supervisors are put on the job without any management training. They are expected to learn to be a supervisor while they are performing the job. In many cases, the supervisor fails to perform satisfactorily because of an inability to adjust to the new duties and responsibilities (Kirkpatrick, 1983:145). The overall goal of this study is to determine guidelines for an internship program that will aid in the prevention of untrained replacement supervisors.

This chapter contains a general audit of three internship programs that were uncovered during the review of literature. Each program will be described in detail: auditing structure and content. A summary of the findings is also provided at the end of the chapter. These programs were selected because in general they meet the needs of the institution and are adaptable in part or fully to the Federal Civil Service System of management training.

Federal Technician Training Program

Introduction

This program is directed by Technician Personnel Regulation 400. This NGB plan establishes procedures to ensure regulatory compliance, determine training requirements, program training, insure cost effectiveness, manage training funds, evaluate programs, and document the accomplishment of training for supervisors. Training acquired in association with this plan must be directed toward the meeting of present or future mission-related needs.

Management

A state Management Training Committee will assist the Support Personnel Management Office (SPMO) in management and administration of the technician training program for the respective programs. Individual Program Managers (Institutional Directors) may, at their option, adopt the program or not use it at all. If adopted, the Program Manager will nominate senior staff members for service on the committee.

The committee is chaired by the Employee Development Specialist of the SPMO who will develop the agenda for meetings. This committee makes decisions regarding overall fiscal-year training initiatives, sets training priorities for all spending allocations, and reviews unfavorable evaluations concerning contract agencies.

Target Audience

Newly-assigned first-level supervisors are required to complete 80 hours of initial supervisory training. This training provides these supervisors with information concerning technician personnel policies, practices, and procedures required for effective management of the work force. The supervisory training program also includes initial and periodic refresher training on personnel policy and practices, work planning, and performance evaluation.

Curriculum

Senior managers, working with the staff of the SPMO, play a key role in specifying the knowledge and ability requirements of each managerial position and determining appropriate course work for each individual's development plan. The senior manager is also responsible for assessing present managerial knowledges and abilities and promoting the high potential of each new supervisor.

There are fourteen courses identified by this plan for inclusion in a supervisor's individual development plan covering management topics and three courses covering computer topics. Six course descriptions including objectives, content, and target audiences are included in Appendix A of this Study as samples extracted from the Federal Courses Guide Plan for fiscal year 1987.

Course lengths vary from 16 to 32 classroom instruction hours. The cost that the agency must pay per supervisor student is from a low of $115 to a high of $290.

The fourteen courses are designed around Federal Civil Service rules and regulations and do not cover specific agency operating procedures.

Table 1

Technician Training Plan: Management Topics

No.	Course Title	Cost	Class Hours
41CW	Management of Time for Managerial Employees	$220	24
41FW	Management Effectiveness Seminar	$220	24
41GD	Interaction Management	$290	24
41PE	Management Orientation Program	$115	16
42AQ	Personnel Management for Supervisors	$280	32
42BP	How to Conduct Effective Performance Appraisal Reviews	$210	24
42UV	Role of Supervisors in EEO	$210	24
45DB	Effective Letter Writing for Managers	$165	16
45HE	Assertive Behavior for Managers	$115	16
46AA	Labor Relations for Supervisors and Managers	$165	16
52JC	Basic Management Techniques	$210	24
52JD	Introduction to Supervision	$280	24
52JF	Effective Supervision	$160	16
52JJ	Management Seminar	$210	24

The management topic courses are offered at Federal Training Detachments located in either Texas, New Mexico,

Colorado, or Oklahoma. The computer topic courses are offered at training sites in Salt Lake City, Utah or Denver, Colorado. A class schedule is printed each fiscal year and the majority of the courses are offered more than once a year at each location.

Table 2

Technician Training Plan: Computer Topics

No.	Course Title	Cost	Class Hours
44GU	Seminar on Microcomputers	$310	16
44HE	Getting Through the Micromaze	$195	16
44SX	Introduction to Word Perfect	$180	16

The computer topic courses are designed to offer supervisors general knowledge of onboard computer systems that are used on a daily basis. Once the gap is bridged into supervision, computer knowledge is mandatory since all financial and planning records are computer generated.

Methodology

Courses are requested by a senior supervisor or manager for the newly-hired supervisor on a DD Form 1556. A sample of this form is included in Appendix B of this study. Once prepared by the supervisor, the form is forwarded to the Finance Office for calculation of travel costs and recording of fees. The form is then forwarded to SPMO for final approval and the scheduling of the class. The student

supervisor is then notified of class dates and travel orders are published.

After completion of the course the student's supervisor must complete an evaluation of the student's newly learned talents. This subjective opinion is normally requested approximately 45 days after completion of the course work. The student is also asked to furnish a critique of the course work at this time. This information is forwarded to SPMO for inclusion in its monthly training activity report.

Other than the taking of Introduction to Supervision, SPMO supplies no additional guidance in the way of program development. The course lists are simply available and it is up to the active manager to seek out funding and the development of a plan for each technician. The training plan does not specify any sequence to course work or at what point in one's career a course should be considered as most important.

Summary

This audit has presented a review of the Technician Training Plan prepared by the National Guard Bureau. Its implementation is at the discretion of each unit's Program Manager. The plan is an unstructured program that promotes the taking of certain management and computer courses by all newly-hired supervisors. The seventeen courses are federally funded and require out of state travel.

Experience-Based Career Development Model

In this section, a model of individual career development based on the learning that occurs via continuous work experience will be audited. This program was conceived by Douglas T. Hall and published in his book entitled: Career Development in Organizations. The work of two researchers, Feldman (1981) and Brett (1984), greatly influenced the design of the experience-based career development plan.

Feldman postulates that appropriate role behaviors are learned, work skills and abilities are developed, and group norms and values are acquired as a result of the work experience. He continues this idea with the concept that this leads to outcomes that can be split into organizational (dependable role performance, retention, innovation, and cooperation) and personal (satisfaction, intrinsic motivation, and job involvement) outcomes (Hall, 1986:239).

Brett (1984) applied some of the same constructs to the developmental process occurring during career transitions. She presents both interrole transitions, such as initial entry and changing professions, and intrarole transitions, including adjustment to changes occurring in a work role and moving across career stages. Basically, Brett splits development into two types: personal and role.

Role development is defined as changes in job behaviors in terms of both what is done and how it is done. Personal development for the sake of this model is defined

as changes in the values, attitudes, and abilities of the individual (Hall, 1986:239).

Management

The overall management of the experience-based career development plan rests with the institutional planners and the individual. Researchers and practitioners are beginning to recognize that the contribution of work experience to career development is significantly greater than the contribution of education and training. While education and training may provide an intellectual knowledge base, they seldom provide skill development and do not include social skills or personality development (Hall, 1986:266).

The experience-based career development model and its application to the design of developmentally oriented career patterns require a large amount of research before they can be considered (Hall, 1986:266). This personal process involves seeking information, establishing career goals, and planning the routes one will follow to such goals through occupational choices, job assignments, and acting upon career decisions. A sample plan has been formulated (see Figure 1) in order to better relate this career planning of Hall to the Phoenix Air Guard employment world.

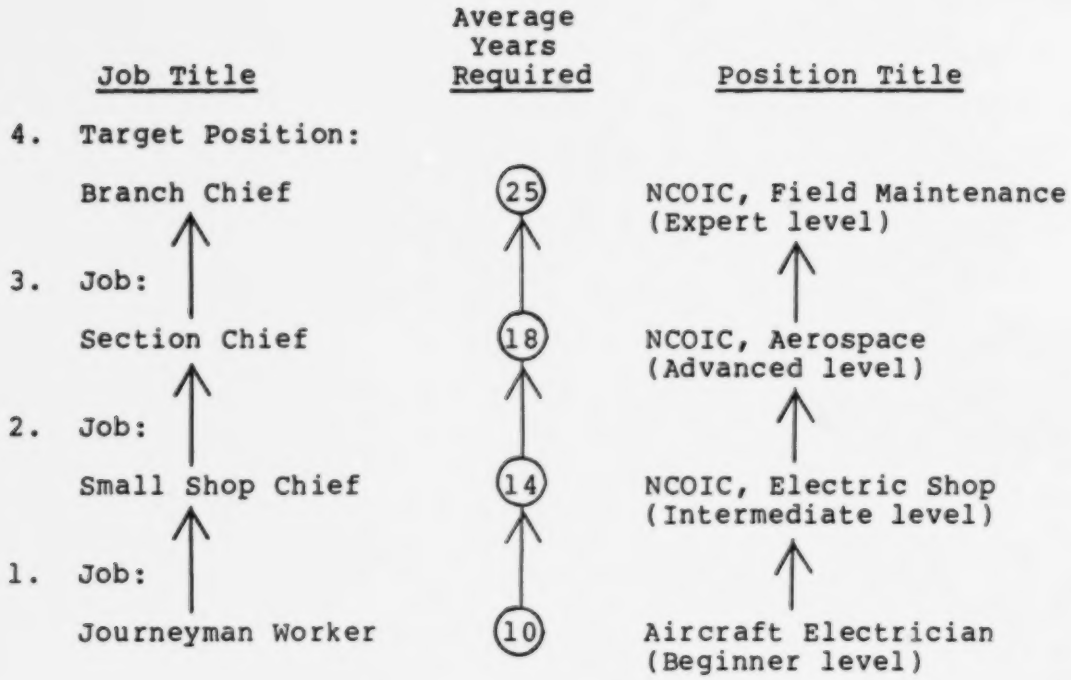

Figure 1

Sample 25 Year Career Plan Under Hall's System

Under Hall's system, each individual would be responsible to insure that training goals were reached in order to move along to the next step. It would also be the responsibility of management to furnish each employee with the requirements for the next positions once hired into the work force.

The simple task of designing a progressive job plan builds a much greater understanding of how people should develop in their careers and how individuals and organizations can collaborate to make career development more effective and satisfying.

The Basic Development Model

Hall (1986:240) describes his career development model in the following manner. The constructs of personal and role development have been supplemented by interaction effects and projected across sequential career roles to form the model shown in Figure 2. Basically, the model demonstrates that individuals start their first job or job context in a series of related positions (middle row in the model) with a previously acquired, limited array of knowledges and skills (top row in the model) and personal characteristics (bottom row in the model). As the individual travels through the sequence of job and job contexts, they acquire new knowledges, skills, and behaviors (role development) and adapt some of their personal characteristics to be consistent with the requirements of the roles (personal development).

While role and personal development occur as a result of the job and job context influences on individuals, the job and job contexts are being modified by the people as depicted by the arrows from the two developmental rows to the row of job and job contexts. The magnitude of that reciprocal effect on the job and job contexts changes during the career, as portrayed by the width of the arrows.

The learning that occurs is geared toward the acquisition of the skills and knowledge necessary to perform in the present job. If the position design is carefully constructed, the knowledge, skills, behaviors, and personal

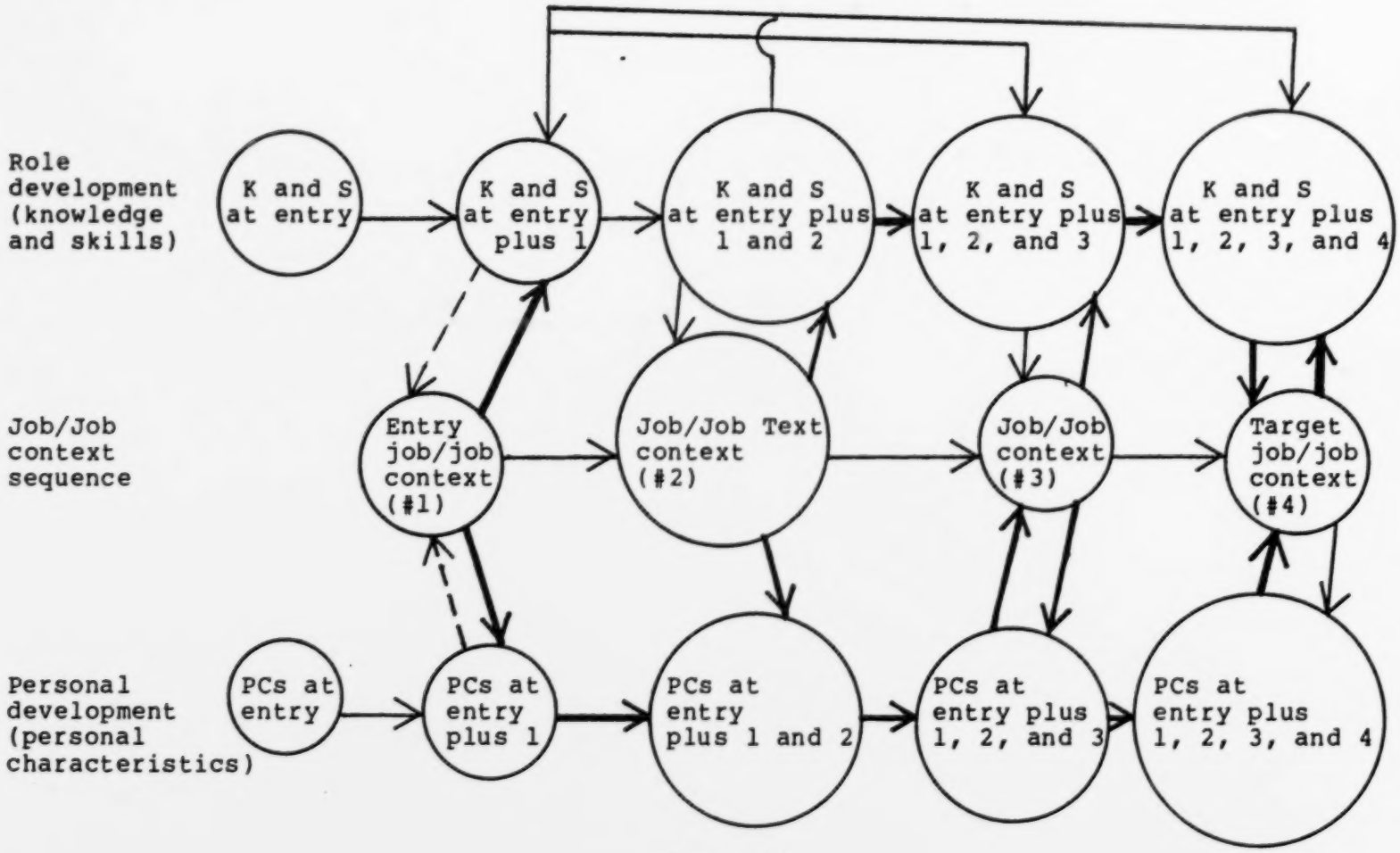
Role development (knowledge and skills)
K and S at entry
K and S at entry plus 1
K and S at entry plus 1 and 2
K and S at entry plus 1, 2, and 3
K and S at entry plus 1, 2, 3, and 4
Job/Job context sequence
Entry job/job context (#1)
Job/Job Text context (#2)
Job/Job context (#3)
Target job/job context (#4)
Personal development (personal characteristics)
PCs at entry
PCs at entry plus 1
PCs at entry plus 1 and 2
PCs at entry plus 1, 2, and 3
PCs at entry plus 1, 2, 3, and 4

Figure 2

An Experience-Based Career Development Model

characteristics required to learn and perform effectively in a career goal position (see job number 4 in Figure 2) that is reached five, ten, or over twenty years after job entry (see job number 1 in Figure 2) will have been initiated, built upon, and developed throughout the career.

Individual-Level Factors

Hall (1986:242) believes that for many years, individuals and organizations have behaved as though the primary source of learning is the classroom. At work, this belief has resulted in huge sums being poured into education, training, and management development programs. A specific research study that has disproved this theory was done by Honeywell. They reported 80 percent of their employee's learning resulted from work experience, 50 percent from job experiences, and 30 percent from relationships. According to Vineberg and Taylor (1972), the primary contributor to the effectiveness of Navy enlisted personnel is their work experience, not their training. These researchers concluded that the main source of individual career development is the learning that occurs through experiences in work activities, roles, and contexts.

Another individual area addressed by Hall (1986:243) is the concept of vicarious learning. A great deal of experience-based learning is derived indirectly by imitating, observing, hearing about, and reading about the experiences of others in similar shared conditions -- that is, via vicarious learning. In this way, information is

obtained regarding the opportunities and restrictions of the environment and the probable consequences of certain behaviors.

Hall (1986:244) noted that attitudes, values, personality, and some cognitive characteristics are learned and adjusted for congruence between the person and the requirements of the job and job context. Work and working conditions cause changes in the individual's persona, a consideration that adds an additional perspective to selective recruitment and job redesign. Thus the third proposition of the model is: career development consists of personal development (the adaptation of many of the individual's personal characteristics) as well as role development over the life span.

Organizational-Level Factors

To this point, the model audit has been concerned with individuals and their career development. It is now time to be concerned with organizational aspects of the model. A career pattern should be defined by a sequence of positions that (1) provide the opportunity to learn a target position through prior experiences in less complex versions of the skills, knowledge, abilities, and personal characteristics required and (2) increase in the complexity of their contents and contexts from entry to the target position (Hall, 1986:251).

To design career patterns from a developmental perspective, it is necessary to establish what must be

learned in order to perform effectively within each position in the sequence. In the experience-based model, a job has to be conceptualized as a grouping of several roles that must be enacted, where a role is defined as "a constellation of behaviors required to achieve a task or task objective" (Hall, 1986:252). More importantly, the concept of work roles encompasses many behaviors that are not usually defined by typical job analysis techniques -- those that have been learned from direct work experiences rather than formal training or education.

Hall (1986:253) continues this area by discussing two conditions under which individuals must adapt to new stimulus environments and learn new behaviors. First, the roles one is required to perform within a particular job can be expected to change. Changes in organizational structure and practices or changes in the environment in which the organization practices or changes in the environment in which the organization exists place new demands on individual's jobs. If these new demands are not fully met, career stagnation or obsolescence may result. Second, changes in role behaviors inherent in an existing job sequence or changes in the job sequence itself will occur. Under this condition, the transition from job to job is smooth and efficient unless the prior experiences conflict with those required in the new job (Brett, 1984).

Work/Person Interaction

Hall's model is based upon the premise that there is potential for interaction between individuals' role development and their work/work context that changes the balance between the two as they move from job to job throughout their careers (Schein, 1978). In the beginning, work experiences (job number 1 in Figure 2) contribute heavily to individual role development by increasing knowledge and skills, and individuals do not contribute significantly to their work. The balance of this relationship between the contribution of the individual and that of the work experience shifts until equal contributions are being made by the time the target position (job number 4 in Figure 2) is reached (Hall, 1986:256).

This model has a broad array of implications for both research and practice. Only a few key factors have been discussed to this point to explain the model and its interaction between work and people. The basic premise is that work experience is the primary source of career development. It is also predicated on the consideration that the jobs experienced are so dissimilar in content and context that an individual must develop new behaviors rather than apply stable previous behaviors (Brett, 1984).

Internship Program Guidelines

Hall (1986:260) does identify certain steps that should be followed to develop a solid career development

program. These steps have applicability to this study's search for guidelines for an internship program.

Step 1: Identifying target positions. Eight steps are suggested to establish a career pattern or sequence. The first step is the identification of key organizational positions or families of positions to serve as career targets or goals (London, 1985).

Step 2: Analyzing the key positions. The second step is the assessment of job/role behaviors and requirements for the key organizational positions or class of positions.

Step 3: Identifying potential pattern positions. The third step is identification of the positions that are candidates for providing the experience that develops the knowledge, skill, and personal characteristics required in the key position(s).

Step 4: Establishing a hierarchial position. The first action to take in step four is to cluster the positions identified in step three according to common levels of perceived value to the organization.

Step 5: Analyzing job content and context. This step is an analysis of the content and context (Brett, 1984) of each of the clusters. The role requirements of each of these positions need to be carefully spelled out.

Step 6: Designing a developmental career pattern. This step is the application of hierarchial learning as a developmental process to the design of a career pattern. It

is important that key roles be experienced at least once earlier in the career at a less complex level than that required in the target position.

Step 7: Assessing training requirements. This step is essential to the implementation of the career path design. An assessment must be done of the jobs/job clusters to establish what training should be conducted to help individuals perform their jobs quickly and well.

Step 8: Assessing individual potential. This final step is the assessment of the individuals to determine if they: (1) are able to develop the behaviors required in the career path, (2) are motivated to learn them, and (3) have career plans consistent with organizational requirements (Hall, 1986:266).

Summary

The experience-based career development program has been audited because it considers both role development and personal development. The basic development model was described in detail and the individual-level and organizational-level factors were discussed. Finally, eight steps were identified that can be used to structure a career development program. These steps will once again be examined in detail in the next chapter's discussion section.

Dallas County Community College District's Career Development and Renewal Program (CDRP)

Introduction

To become a leader, one must grow professionally. To remain a viable leader, one must continue to grow. Leadership development is a process that must continue beyond the experiences provided in graduate education. The university environment must provide continuing learning experiences both for leaders in the making and for chief executives. The work environment can then become a laboratory for continued learning, whatever the previous, formal learning experiences have been (Alfred, 1984:109).

This section examines the role played by experience in the preparation of leaders from the perspective of a rather unique program in the Dallas Community College District. It describes learning experiences that are important to emerging leaders, and it presents experiential principles that culminate in the cultivation of leadership skills. The section concludes with a discussion of the mentor program and how it is used in respect to this program.

Leadership Development

Through necessity and advanced planning, the Dallas County Community College District has been able to develop an effective model program for leadership development. This program has formulated ways that have been found to provide

experiences and professional relationships that are developmental in nature, that speed professional growth, and that culminate in leadership preparation (Alfred, 1984:110).

Basically, there are certain benefits that occur from a community college offering this type of program. First, the development of leaders becomes a more cost-effective process. The bulk of cost can be absorbed by in-kind expenses. Second, the experience as teacher approach is organic in design. The learning experiences that it offers are more likely to be integrated into the values of the organizations (Alfred, 1984:111).

Kanter (1980) believes that leadership development though an experience-based program is an enlivening process. If emerging leaders believe that they are stuck, that there is no place to go within the organization, there is a strong likelihood that they will eventually become emotional dropouts on the job. However, if options are provided through experiences and relationships for leaders in the making, then the work becomes vital and forward-looking.

The Career Development and Renewal Program

In the Dallas County Community College District the task of leadership development is approached in two separate but complementary ways: The Career Development and Renewal Program (CDRP) offers a formal structure to promote organized learning experiences and a mentoring network promotes strong professional relationships among staff.

Started in 1974, the CDRP is intended to meet three primary goals:

1. To offer renewal and career path training.
2. To create a resource bank of professionals as likely candidates for internal promotions.
3. To broaden and enhance understanding of the Dallas Community College District and of community college education in general.

The CDRP offers three types of learning experiences to participants. These three experiences start with a formal application made during the winter school term. Each applicant selects one of the following programs: Special Projects, Understudy, or Internship. The applications are reviewed by the President/Chancellor and then final approval is made each May by an executive cabinet committee. The announcement of the selected participants for the following school year is made during the last week in May.

The first program is entitled Special Projects. A professional working on such a project seeks out a special interest or concern and maps a course of study and reporting mechanism to shed light on the problem and offer potential solutions. The 1986-87 school year saw eight participants in this program.

The second program is called Understudy. A professional so designated "shadows" another employee in the district whose work is of interest. An understudy may wish to learn more about a career path opportunity, to develop a

better understanding of another work area that interacts with his or her own, to develop new skills that will be used in the current work assignment, or to compare the approach of his or her own work group with that of another unit (Alfred, 1984:112).

An understudy opportunity might be in the area of Business Services, Learning Resources, Financial Aid, or a District Office operation. The Career Development and Renewal understudy would learn more about the area while working with a full-time person. The understudy might typically spend the equivalent of one day a week with the mentor.

Table 3

1986-87 CDRP Participants by Sex

Program	Male	Female
Special Projects	1	7
Understudy	6	8
Internship	1	0

Since the understudy program does not generally require staff replacements, the cost is kept to a minimum. A faculty member might work with an instructional development specialist involved in adapting mass media technologies to the classroom. As shown in Table 3, the

understudy program is the largest project for 1986-87 with 14 staff members enrolled.

The third option for participants is an internship. Usually, the intern substitutes for someone on leave or serves as temporary replacement for a position that has not been filled. Often, an intern replaces someone higher in rank. This creates a ripple effect within the district. A division chairperson may intern for a vice-president of instruction, who may intern with the president of a college. The division chairperson's position is filled for the semester by a faculty member. Thus, an internship usually requires a greater budget commitment than the other two options. It has been a highly successful method for generating creative energy within the organization. Generally, the college faculty and staff have been satisfied that sufficient long-term benefit accrues through the interning process to make it a useful and cost-effective way of developing talent from within the college staff (Alfred, 1984:113).

There is one participant in the 1986-87 program for internship studies. This person is a counselor/instructor who is interning into the director of counseling position.

Summary

Since 1975, approximately 159 professionals have been involved in CDRP and about one-third of the understudies or interns have assumed the positions that they explored as participants in the program. Four of the seven

college presidents have participated in this program. The program offers breadth of perspective to the participants, specific training, personal enrichment, and organizational renewal. The CDRP experience as teacher model encourages flexibility and adaptability, two prime requisites for organizational health in the years ahead (Alfred, 1984:114).

Summary of Findings

The Federal Technician Training Program offers a series of Federal Civil Service classes that can be attended by internship program participants in order to obtain the necessary level of formal education required to be a supervisor.

The Experience-Based Career Development Model showed how person-work interaction leads to career development. This model also identified eight steps that are required to design a solid career development program.

The Career Development and Renewal Program of the Dallas Community College District offers a formal structure to design an understudy or internship program.

Shafritz (1986) noted nine training formats that can be used to train supervisors. Table 4 shows a comparison of these nine formats to the model programs that offer this type of training. This comparison highlights that the three programs examined do basically center themselves around the accepted methods of traditional training even though the

programs themselves may not appear to be considered traditional.

Table 4

Training Formats: A Comparison

Training Format	Tech Tng Program	Exp-Based Model	DCCCD CDRP
Skills training	No	Yes	Yes
Coaching/on-the-job training	No	Yes	Yes
Lectures/classroom instruction	Yes	Yes	Yes
Sensitivity training/T-groups	Yes	No	Yes
Job rotation program	No	No	Yes
Special conferences/ seminars	No	No	No
Modeling/jamming simulation training	Yes	No	Yes
Mentoring program	No	No	Yes
Exchange/sabbatical program	No	No	Yes

Table 4 is a comparison done after reading all the material acquired for the study. It does reflect some information that might not otherwise be contained in this study as a result of time and space. Since the CDRP is actually three separate projects (special project, understudies, and internship) it received more "yes" areas than the other two models. It is interesting to note that

only one training format received a "no" in all three models. This area was concerned with special conferences and seminars. None of the models actively supported the concept of sending supervisors to conferences as a formal method of training.

Chapter 5 will discuss these concepts and designs to formulate the guidelines for an internship program within the Phoenix Air Guard.

Chapter 5

DISCUSSION, CONCLUSIONS, RECOMMENDATIONS

The purpose of this study was to examine internship programs, uncovered during the review of literature, that will assist in the supervisory training of Wage Grade employees. This examination has determined guidelines that could be used to construct a supervisory internship program within the Phoenix Air Guard.

Discussion

Shafritz (1971) stated that there are four situational changes that can cause an employee to enter an organization. These four changes were as a new hire, separation from other employment, advanced or demoted, or a change in job skills offering a chance for new employment. Caswell (1983) believes that it is important in any internship program that it has an orientation phase to cover new employees and to allow everyone a fresh single-direction approach to the program.

Shafritz (1986) went on to identify four basic phases of career development. These four phases were entry, specialist, generalist, and management. The Experience-Base model constructed by Hall (1986) also used four job levels or sequential steps that take place during the

employee's career resulting in career progression and development. During these four stages, Caswell (1983) offers the idea that anyone of three methods can be used for in-house supervisory training. These three approaches are internship programs, understudies, or special projects. The Dallas County Community College District's Career Development and Renewal Program offered a structure that incorporates all three approaches.

Mumford (1986) places a great deal of emphasis on the use of job performance appraisals as a method to judge how far a manager or worker may be promotable in the future. Caswell (1983) suggests that internship programs should only be started with volunteers. Shafritz (1986) emphasizes that work force planning is a management function that is required in any well-run organization. All three of these concepts are interconnected in the Dallas County Community College District programs.

All of the participants in CDRP are volunteers, but management makes the selection during an application process. Parts of this process directly align to the requirements set forth by Shafritz (1986) for work force planning.

An observation needs to be made concerning the guidelines discovered in the experience-based model designed by Hall (1986). The intent of this study was to determine guidelines for a program and these guidelines appear to fit perfectly. Although the actual term "internship program" is

not used by Hall as such, it does appear that the guidelines will fit the program nicely. Hall (1986) expresses the opinion that a solid career development program needs to follow these guidelines:

1. Identifying target positions.
2. Analyzing the key positions.
3. Identifying potential pattern positions.
4. Establishing a hierarchial position.
5. Analyzing job content and context.
6. Designing a developmental career pattern.
7. Assessing training requirements.
8. Assessing individual potential.

The following two sections will incorporate these guidelines into a set of conclusions and recommendations. It should be noted that Caswell's (1983) set of activities for planning an internship program can be used as a starting point for the final planning of an operational internship program.

Conclusions

Based upon the findings expressed in the discussion section, the following conclusions have been reached:

1. Hall's guidelines expressed for solid career development can be used as the framework for the construction of an internship program within the Phoenix Air Guard.

This conclusion is based upon the finding that Hall's (1986) eight guidelines fit the concept of an internship program and can be followed to produce a viable staff development design.

2. The internship program must have an orientation phase that starts all candidates off in the same direction.

This conclusion is based upon the finding that Caswell (1983) believes that an orientation phase is critical to allowing everyone in the internship program to start off in the same direction.

3. The Air Guard's management needs to go through the steps of work force planning to become effective.

The conclusion is based upon the finding that Shafritz (1986) emphasizes that work force planning is a management function that is required in any well run organization.

4. All candidates for the internship program should be volunteers.

This conclusion is based upon the finding that the CDRP program emphasizes that volunteer candidates work towards the goals of the program rather than drift off in other personal directions.

5. Any internship program that is designed for the Phoenix Air Guard should incorporate aspects of all three programs that were audited.

This conclusion is based upon the findings that no one program contained all of the training formats that Shafritz (1986) determined to be important in supervisory training.

Recommendations

The following recommendations are made based upon the findings and insights derived from this study. The recommendations are:

1. The management of the Phoenix Air Guard should identify key organizational positions or families of positions to serve as career targets or goals.
2. The management should assess the desired job/role behaviors and requirements for the key organizational positions or class of positions.
3. Supervisory positions within the Phoenix Air Guard should be identified that can be incorporated into the internship program.
4. The internship positions should be put into a hierarchial arrangement.
5. Each position should be carefully examined as to its role and described exactly to aid in the development of an internship training plan.

6. Target positions should be examined to insure that key roles are experienced at least once earlier in the career at a less complex level.
7. The internship program should make high utilization of the Federal Civil Service classes offered by the Office of Personnel Management.
8. All internship program candidates should be volunteers and selected by an executive committee appointed by the program manager.
9. Finally, the CDRP should be studied in depth by the management of the Phoenix Air Guard as a foundation for its internship program.

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APPENDIX A

SAMPLE TECHNICIAN COURSES

EFFECTIVE SUPERVISION.....52JF

Background

The purpose of this course is to improve supervisory effectiveness and employee productivity. The course provides supervisors with an understanding of the HERSEY/BLANCHARD SITUATIONAL LEADERSHIP MODEL and demonstrates how effective supervisory skills can be developed and learned.

Program

To ensure maximum learning and effectiveness, a variety of lectures, training aids, instruments, case studies and films will be used. The emphasis throughout will be on demonstrating the relationship between employee maturity and leadership style.

Objectives

Upon successful completion of this course, participants will be able to:

- Understand the Situational Leadership Theory Model.
- Diagnose different leadership situations and select effective leadership styles using the Model.
- Use situational leadership concepts to increase personal leadership styles using the Model.
- Increase employee motivation and productivity.

Content

Among the topics that will be covered in this course are:

- The Leadership Process
- Situational Leadership Approach
- Determining Effective Leadership Styles
- Leader/Follower Leadership Model
- Establishing an Environment for Motivation
- The Impact of Leadership on the Supervisory Process

Target Audience

Federal, state, and local government supervisors, including military personnel, are eligible to attend the course.

INTRODUCTION TO SUPERVISION.....52JD

Background

This course is designed to provide newly appointed first-line supervisors with the skill required to supervise employees in today's environment. The course will assist the supervisor in making the transition from technician to supervisor.

Course Objectives

Upon successful completion of this course, participants will be able to:

- Understand the supervisor's role as a member of the management team.
- Increase personal productivity through proper planning and time management techniques.
- Use appropriate leadership styles and delegation techniques to provide effective supervision and motivational opportunities for employees.
- Use a variety of communication methods to improve interpersonal effectiveness.
- Accomplish basic personnel management responsibilities, including providing training and development opportunities for employees.

Content

Among the topics that will be covered in this course are:

- The Role of a Supervisor
- Planning and Time Management
- Leadership and Delegation
- Personnel Management / EEO / Labor Relations / Alcoholism
- The Sociology of Work and Motivation
- Improving Communications
- Training Responsibilities for On-The-Job Training
- Self-Development

Target Audience

Federal, state, and local government supervisors, including military personnel, are eligible to attend the course.

MANAGEMENT EFFECTIVENESS SEMINAR.....41FV

Background

What does it take to be a good manager? Management is the art o getting things done through people. The task itself is often the easy part. Motivating people to do the task is more difficult.

This program is designed not only to build and strengthen the individual manager's awareness and skills, but to teach him/her how to identify and build on the strengths of others. The result is a win-win situation where conflict is reduced and production is increased.

This seminar will not be strictly in lecture format! Various methods will be used to promote group participation. Role playing, group interaction, and professional profile instruments will be used. An outstanding film on Bear Bryant entitled "Nothing But a Winner" will also be viewed.

Objectives

- To learn how to get maximum productivity from our own leadership behavioral style.
- To understand the communication process and how it relates to success.
- To learn more effective time.management practices.
- To learn how to cope with stress.
- To learn how to enhance peak performance in self and others.

Target Audience

Federal, state and local government managers, supervisors, and work leaders, including military, who have responsibility for getting things done through people.

MANAGEMENT OF TIME FOR MANAGERIAL AND PROFESSIONAL EMPLOYEES.....41CW

Objectives

The objective of this course is to aid managers in identifying, understanding and implementing good time management practices.

Content

Among the topics that will be covered in this course are:

- Basic Time Management Concepts and Assumptions

- Getting Things Done Faster
  - Analyzing time management styles/habits
  - Creating the ideal work space
  - Creating quiet time
  - Minimizing distractions and interruptions
  - Reducing procrastination
  - Conducting effective meetings

- Working Smarter, Not Harder
  - Avoiding time wasters
  - Using a prioritizing system
  - Delegating more effectively
  - Reducing paper work

- Getting the Important Things Done
  - Using the 80/20 principle
  - Handling conflicting priorities
  - Balancing priorities with payoffs
  - Balancing work life with personal life

- Working with Secretaries
  - Planning and scheduling
  - Using techniques for teamwork

- Staying on Track

Target Audience

Federal (including military), state and local government managers, supervisors, staff, and others who want to plan their time more effectively.

LABOR RELATIONS FOR SUPERVISORS AND MANAGERS..... 46AA

Objectives

Upon completion of this course, participants will be able to:

- Conduct their supervisory activities in accordance with Federal policy and applicable laws, especially 5 USC Chapter 71.
- Utilize appropriate procedures in resolving grievances and disputes under a negotiated agreement.
- Apply the principles of effective contract administration to the negotiated agreement, emphasizing consistent interpretation and uniform application of agreement language.

Content

Among topics that will be covered in this course:

- Labor Relations Policy and Law.
- The Collective Bargaining Process.
- The Supervisor and the Steward.
- Contract Administration.
- Grievance Handling Pursuant to Labor Contract.

Target Audience

Participation is open primarily to supervisors or managers functioning, or about to function, under a labor-management negotiated agreement. It is also open to staff personnel who are responsible for providing advice and guidance to managers and supervisors who are functioning under a labor-management negotiated agreement. Other nominees may be considered on a space available basis.

PERSONNEL MANAGEMENT FOR MANAGERS AND SUPERVISORS.....42AQ

Objectives

Upon completion of the course, participants will be able to:

- Relate personnel management activities to total management responsibilities.
- Organize and manage positions.
- Make better use of personnel management staff resources.
- Select, promote, and detail subordinates in accordance with merit promotion and equal opportunity principles.
- Orient and develop employees.
- Effectively discharge the supervisor's personnel management responsibilities.

Content

Among topics to be covered in this course are:

- Position Classification and Position Management (including the Factor Evaluation System of Position Classification).
- Staffing and Placement.
- Performance Appraisal.
- Grievances and Adverse Actions.
- Equal Employment Opportunity.
- Training and Development.
- Labor-Management Relations.
- Incentive Awards and Employee Benefits.
- Administration of Discipline.

These related topics will be covered in lectures to provide the participants with a balanced, general understanding of these topics. The course will also include group discussions, question and answer discourse, case studies and workshops.

Target Audience

Participation is open to civilian and military supervisors and managers. Although the course is designed primarily for line supervisors and managers, professional personnelists are also eligible to attend. The course is based on Federal Civil Service laws and regulations and, therefore, would have limited application for supervisors and managers with state, tribal and local governments.

APPENDIX B

SAMPLE DD FORM 1556

Amendment No. _____

REQUEST, AUTHORIZATION, AGREEMENT, CERTIFICATION OF TRAINING AND REIMBURSEMENT

A. Agency code, agency subelement and submitting office number (xx-xx xxxx) 01

B. Standard document number
Organizational Identifier | FY | Doc. type code | Serial Number

C. Request Status or Process Code (X one block) 02
Initial | Resubmission | Correction | Cancellation

Section A – TRAINEE INFORMATION

1. Applicant's name (Last - First - Middle Initial) Indicate preferred title (example - Miss, Mrs., Mr., Ms., ETC, etc.) | First 5 letters of last name 03

2. Social Security Number 04

3a. Organization Unit Identification Code (UIC)

b. Date of birth Year Month 05

4. Home address (Optional - to notify in case of emergency)

5. Home telephone (Optional) Area code/Number

6. Position level/Supervisor position code (X only one)
Non supervisory | Manager
Supervisory | Executive
Other (Specify)

7. Organization mailing address (Branch - Division/Office/Bureau/Agency/Service/Command)

8. Office telephone Area code/AUTOVON/Number/Ext

9. Continuous federal service Years | Months

10. Number of prior non-government training days

11. Position title/function

12. Pay plan/series/grade/step Rank/MOS/AFSC or Navy Designator

13. Type of appointment

14. Education level

Section B – TRAINING COURSE DATA

15a. Name and mailing address of recommended training source, school or facility

b. Location of training site (If same, mark box.) ☐ (If not required, use for remarks.)

16a. Training Type/ Subject Area Identifier

b. Course title or training services

c. Dispute code

17a. Catalog/Course No.

b. Offering

18. Training period (6 digits) 06
Year | Month | Day
a. Start
b. Complete

c. Record ID

19. Number of course hours (4 digits) 07
a. During duty
b. Non-duty
c. TOTAL

20. PART I - training codes (see instructions)
a. Purpose | Code
b. Type | Code
08 c. Source | Code | 10
09 d. Special Interest | Code | 11

20. PART II (See instructions)
a. Training Facility/Vendor Unit Identification Code (UIC)
b. Security Clearance
c. Allocation Status
d. Training credits
Continuing education units
Other (specify)
e. Priority
f. Training level
g. Method of training
h. Training program
i. Reason for selection
j. Method of eval

Section C – COSTS AND BILLING INFORMATION

☐ Training does not involve expenditures of funds other than salary, pay, or compensation

21. Direct costs and appropriation/fund chargeable (Costs incurred and billed are not to exceed amount in 21a)

a. Total direct authorized 12 $ dollars cents
b. Tuition cost $ dollars cents
c. Books, material or other costs $ dollars cents
d. Funding source

e. Accounting classification for direct costs

f. Signature of local officer (follow local procedure)

22. Job order number (Optional)

23. Labor costs (Optional) $

24. Total of direct and indirect costs (Optional) $

25. Indirect costs (For information purposes only)

a. Total indirect costs 13 $ dollars cents
b. Travel cost $ dollars cents
c. Per diem/other costs $ dollars cents
d. Travel order number

Section D – APPROVAL/CONCURRENCE

26. I certify this training is job related.
Supervisor (Name and title/code) | Area code/Number/Extension
Signature | Date

27. Does nominee meet prerequisites? Yes | No | If No, attach waiver request

I CERTIFY that this training meets regulatory requirements:
Training Officer (Name and title/code) | Area code/AUTOVON/Number/Ext
Signature | Date

28a. Station Symbol

SF-1080

b. Billing instructions (Identify discount terms % days)
Furnish original invoice and 3 copies to:

Section E – APPROVAL/CONCURRENCE

29. Authorizing official (Name and title/code) | Area code/Number/Extension
Signature | Approved | Disapproved | Date

Section F – CERTIFICATION OF TRAINING COMPLETION

30. If course not completed, return this form with an explanatory memo.
a. Actual completion date: Year | Month | Day
b. Grade
School official/Trainee (Signature/code) | Date

31. I certify that this account is correct and proper for payment in the amount of: $
Certifying official (Name and title/code) | Date
Signature
OSSN number | Check number | Voucher number

32. School official (Name and title)
Signature | Date
Acceptance approval
Yes | Nominee accepted
No | Not accepted

TRAINING FACILITY Invoice should be sent to office indicated in item 28b. Please refer to Standard document number given in item 8 at top of page to assure prompt payment.

Copy 1 - AGENCY (TRAINING PERSONNEL FOLDER)

DD Form 1 JUN 70 1556

EDITION OF 1 AUG 67 IS OBSOLETE.

DOD automated Optional Form 11

BEST COPY AVAILABLE

APPENDIX C

COVER LETTER TO DCCCD

DEPARTMENT OF THE AIR FORCE
HEADQUARTERS, 161ST AIR REFUELING GROUP (ANG)
2001 SOUTH 32ND STREET
PHOENIX, ARIZONA 85034

Ms. Jackie Moe Caswell
Dallas County Community College District
701 Elm Street
Dallas, Texas 75202

11-24-86

Re; Career Development and Renewal Program, DCCCD.

As part of my doctorate studies with Nova University, I am undertaking a study to model a career development program for federal civil service employees attached to the Phoenix National Guard.

During my research, I came across an article that you authored reference DCCCD's new program covering career development.

This letter is to request any handouts, manuals, or additional information you might have that would be useful to me in this project. I do not know if all of your program could be adopted here, but certainly many of the ideas expressed in this article are valid within this work force.

Thank you for your time and help with this matter.

Sincerely,

TRISON TORBERT, Maj, AZANG
Assistant Aircraft Maint Officer

APPENDIX D

DCCCD'S CAREER DEVELOPMENT AND RENEWAL PROGRAM

Dallas County Community College District

December 8, 1986

Assistant Chancellor of Planning and Development Affairs

701 Elm Street
Dallas, Texas
75202-3299
214/746-2463

Board of Trustees:
Jerry Gilmore
Chairman
Bob Bettis
Vice Chairman
Don Buchholz
J. D. Hall
Kenneth M. Pace
Pattie T. Powell
James W. Smith

Chancellor:
R. Jan LeCroy

Brison Torbert, Maj, AZANG
Department of the Air Force
Headquarters, 161st Air Refueling Group (ANG)
2001 South 32nd Street
Phoenix, AZ 85034

Dear Maj. Torbert:

I have enclosed information regarding the Dallas County Community College District's Career Development and Renewal Program (CDRP) as you requested.

You will find guidelines and application forms for CDRP, PREP, PROBE, and CROSSTRAIN programs. PREP, PROBE, and CROSSTRAIN are components of the CDRP.

Included in the information is a CDRP Handbook and a summary of all staff development activities available to our employees.

I hope this information will be of assistance to you in your endeavor. Should you have any questions feel free to call me (214) 746-2409 or drop me a line. I will be happy to help you.

Sincerely,

Mary Ellen Hill

Mary Ellen Hill
Staff Development Specialist

Encl.

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

CAREER DEVELOPMENT AND RENEWAL PROGRAM

SUMMARY OF APPLICANTS

1986-87

LOCATION	PARTICIPANT	POSITION	SUPERVISOR	PROJECT	PROJECT LOCATION	MENTOR
District Office	Baltazar Acevedo	Consultant to Chancellor	Jackie Caswell	Understudy, VPI	Mountain View	Linda Stegall
District Office	Ted Martinez	Director, Career & Continuing Ed.	Rodger Pool	Understudy, VPI	Richland	Jessie Jones
District Office	Janice Smith	Sr. Exec. Sec.	Jack Stone	Special Project, Personnel	DO	Betty Stagner
District Office	Vicki Yarnell	Research Analyst	Nancy Armes	Understudy, Counseling	El Centro	Bettie Tully
DSC	Jim Hughes	Director, Bus. Systems/Reporting	Robb Dean	Understudy, VPBS	Richland	Lee Bacon
Brookhaven	Claude Caffee	Counselor/Instr.	Jackie Tulloch	Internship, Director, Counseling	Brookhaven	Joe Sullivan
Cedar Valley	Brenda Stevenson	Exec. Sec. II	Floyd Elkins	Special Project, Continuing Ed.	Cedar Valley	Rose Gafford
El Centro	Kay Clendenen	Program Director, Surgical Tech.	Sondra Flemming	Understudy, Learning Resources	El Centro	Nora Busby
JTC	Glenda Easter	Special Programs, Instructor	Vacant	Understudy, Tech/Occ.	El Centro	Ray Witherspoon
El Centro	Judie Gammage	Instructor	Ron Stimson	Special Project, Continuing Ed.	DO	Ted Martinez
El Centro	Rosa Johnson	Instructor	Betty Moran	Understudy, VPI	El Centro	Curtis Ivery
El Centro	Anita Landenberger	Instructor	Ron Stimson	Special Project, Continuing Ed.	DO	Ted Martinez

LOCATION	PARTICIPANT	POSITION	SUPERVISOR	PROJECT	PROJECT LOCATION	MENTOR
JTC	Jackie Porter	Instructional Associate	Vacant	Special Project, Computer Operations	DSC	Rick Jackson
El Centro	Maxine Rogers	Personnel Coord.	Gregory Lewis	Understudy, Business Operations	Mt. View	Jim Jones
El Centro	Carol Speyerer	Associate Dean, Health Occ/Nursing	Kay Eggleston	Understudy, VPI	North Lake	Joel Vela
El Centro	Arlette Smith	Instructor	Georgia Francis	Special Project, Communications/Math	El Centro	Georgia Francis Curtis Ivery
El Centro	Ruth Watkins	Dean, LRC	Mike Rooney	Special Project, VPI	El Centro	Curtis Ivery
Mt. View	Christa Hornbeck	Coordinator, Data Processing	Bob Brown	Understudy, Business Operations	Mt. View	Jim Jones
North Lake	Reed Hall	Coordinator, Video Production	Lee Crowley	Understudy, Production Services	DSC/CFT	Bob Crook
North Lake	Rebecca Hood	Admissions	Lynda Edwards	Understudy, VPSD	North Lake	Margaret Lewis
North Lake	Martha Woodcock	Counseling	Steve Twenge	Understudy, VPSD	North Lake	Margaret Lewis
Richland	Gary John	Counseling	Mary Darin	Understudy, BPI	DO	Glen Bounds
Richland	Al Schroeder	Instructor	Jackie Claunch	Special Project, VPI	Richland	Jessie Jones

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

CAREER DEVELOPMENT AND RENEWAL PROGRAM

PARTICIPANT INFORMATION

1975 - 1986

YEAR	MALE PARTICIPANTS	FEMALE PARTICIPANTS	TOTAL PARTICIPANTS
1975-76	7	6	13
1976-77	12	6	18
1977-78	4	3	7
1978-79	4	5	9
1979-80	5	9	14
1980-81	12	12	24
1981-82	9	16	25
1982-83	6	20	26
1983-84	10	18	28
1984-85	5	21	26
1985-86	5	25	30
1986-87	8	15	23
TOTALS	87	159	243

9/86

Dallas County Community College District

CAREER DEVELOPMENT AND RENEWAL PROGRAM

Guidelines For 1986-87

The Career Development and Renewal Program (CDRP) was initiated to facilitate the internal training of DCCCD staff for renewal and to enhance experience and knowledge in the DCCCD. Since its 1974 initiation, the Career Development and Renewal Program has involved approximately 253 DCCCD personnel.

ELIGIBILITY

Applications for the Career Development and Renewal Program are open to faculty, administrators, and non-contractual staff who have been in their present positions for at least one year prior to the beginning date of the proposed project.

TYPES OF ACTIVITIES

A proposal for the Career Development and Renewal Program should be designed to develop and increase the applicant's knowledge of the District and community college leadership. The three types of participant activities available are special project endeavors, understudy opportunities, and internship experiences.

Topics for special project endeavors might include: enhancing the arts in the community college, computer literacy, common learning, staff development, productivity, or occupational education. The special project is carried out under the supervision of an appropriate mentor.

An understudy opportunity might be in the area of Business Services, Learning Resources, Financial Aid, or a District Office operation. The Career Development and Renewal understudy would learn more about the area while working with a full-time person. The understudy might typically spend the equivalent of one day a week with the mentor.

An internship experience actually involves a person performing in the role of someone who is on leave, or serving in a position that is presently vacant. The intern generally has the next line supervisor serving as the mentor.

CONSIDERATIONS

The applicant's present assignment will be taken into consideration. If appropriate, the applicant's supervisor should be involved in describing what the activity, cost and impact on the applicant's present position might include. Any costs for the activity are the responsibility of the home location. (Please note, this is a voluntary effort by interested participants and mentors and should be considered as such).

APPLICATION

An application form is attached. The form requests that the applicant succinctly state the reasons for application, the specific knowledge or experience desired, and how the proposed project will enhance his/her work in the DCCCD.

EXPECTATIONS OF PARTICIPANTS

Each selected applicant will be expected to attend an orientation session and prepare learning objectives in consultation with his/her mentor. Additionally, participants will attend the three or four scheduled CDRP workshops. Participants will be evaluated by their respective mentors at the conclusion of the designated project.

SELECTION PROCESS

Proposed project applications will be considered at each location based on merit and quality. Final determination of selected participants from the location recommendations will be made by the Executive Cabinet.

TIMELINE FOR SELECTION

The following timeline will be used for the selection of the 1986-87 Career Development and Renewal participants:

Announcement of applications sent to Presidents/Chancellor/Vice Chancellors/ Assistant Chancellor	February 24, 1986
Applications due to Presidents/Chancellor. .	April 10, 1986
Recommended applications from Presidents/ Chancellor due to Assistant Chancellor of Planning and Development Affairs	April 23, 1986
Executive Cabinet Review and Approval	May 16, 1986
Announcement of selected participants. . . .	May 19, 1986

For further information contact Jan Brobst 746-2409

CAREER DEVELOPMENT AND RENEWAL PROGRAM
APPLICATION

NAME_____ PHONE_____ PRESENT POSITION_____ HIRE DATE IN PRESENT POSITION_____

DCCCD LOCATION_____ DEPARTMENT_____ SUPERVISOR_____ PHONE_____

PROPOSED ACTIVITY INFORMATION

Proposed Activity: __Special Project __Understudy __Internship Location of Proposed Activity_____
(Location/Department)

Name/Title of Mentor_____ Location of Mentor_____ Mentor Phone_____
(Location/Department)

Proposed Period: __Summer, 1986 __Fall, 1986 __Spring, 1987 __Other (Please explain)_____

DESCRIPTION OF PROPOSED ACTIVITY

1. Please summarize your proposed project activity for the Career Development and Renewal Program_____

2. What specific knowledge/experience(s) do you hope to acquire from your participation?_____

3. How do you see your participation in this project enhancing your work in the DCCCD?_____

_____ Signature of Applicant

_____ Signature of Supervisor

_____ Signature of Mentor

_____ Signature of President/Chancellor

Completed applications should be forwarded through your supervisor to the appropriate College President/Chancellor by April 10, 1986 and subsequently forwarded to the Assistant Chancellor's office by April 23, 1986.